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mining; preparation for the market; annual output of coal and iron in the United States compared with that of other countries; influence of these industries upon (a) the mining centers, (b) the country as a whole.

REFERENCES: "Commercial Relations of United States" and "Review of Worlds Commerce," Reports of Department of State, Washington, D. C.; Greenwood, *Steel and Iron*; Mill, *International Geography*; Powell, *Physiographic Regions of the United States*; Shaler, *Nature and Man in America*; "North America," *Carpenter's Geographical Readers*; Tarr and McMurry, *North America*; Adams, *A Commercial Geography*; Chase and Clow, *Stories of Industry*; Greene, *Coal and Coal Miners*.

*Cooking*.—January and February will be spent chiefly in the study of the cereals. The principle of starch cookery will be given, and breakfast cereals will be prepared. Rice and hominy will be used; white sauce will be made, and combined with milk and a vegetable will furnish a soup for luncheon. In connection with the cooking, a special study of wheat will be made, and a comparison between it and other grains will be begun. The geographical distribution of the cereals, primitive and present methods of preparing them for food, their storage and transportation, are some of the topics to be considered. A visit to a flour mill will be made, and the milling of the grain studied.

*Physical training* (Carl J. Kroh).—Cultivation of ease of movement, form, and grace, through sequential practice orders leading to definite gymnastic exercises, as front, flank, and back vaults over vaulting apparatus of different heights; forms of climbing; circling under and over beams and bars; emphasis of conscious effort through development and illustrations of progressive difficulties in free-standing, marching, hopping, and running exercises; comparisons of group work; monthly illustration and review at morning exercises by boys of the grammar grades, of current practice order, including games and plays.

## FIFTH GRADE.

(FRANCIS W. PARKER SCHOOL.)

WILLARD STREETER BASS.

### REVIEW FOR NOVEMBER.

*History*.—The work in history was the story of the Pilgrims, from their departure from Scrooby to the end of their first year in America. The reasons for the Pilgrims' leaving England and then Holland were made clear; the narrative of their journey across the Atlantic, their search for a home in the wilderness, the sickness of the first winter, their treaty with Massasoit, the success of the labors of the first summer, was told. The work of the

month culminated in the dramatic representation of the first Thanksgiving Day.

The two scenes of the play were planned by the children, though considerable assistance was given them in working out the details of their plan. The first scene represented the preparations for the feast, and the second the welcoming of the Indian guests to the feasts by the governor, a drill of the Pilgrim army under Miles Standish, contests between the Indians and the whites, and, finally, one dinner of the three-days' feasting. The following dialogue for the first scene was adapted, with the assistance of the class, from several sources, principally Jane J. Austin's *Standish of Standish* :

#### THE FIRST THANKSGIVING DAY.

##### DRAMATIS PERSONAE.

Mistress Brewster, Mistress White, Elizabeth Tilley, Mary Chilton, and Priscilla Molines.

##### SCENE I.

(A kitchen in Plymouth. Table in center, at which Priscilla and Elizabeth are preparing turkeys for cooking; fireplace at left, at which Mary is stirring a kettle. Mistress Brewster and Mistress White are seated on a bench at right peeling pumpkins for pies.)

*Priscilla.* O, if I only had some chestnuts to stuff these turkeys with, they would taste more like their brethren across the seas.

*Mary.* But their flavor is finer than our geese used to be, and here is one which will scale well-nigh twenty pound.

*Elizabeth.* Why don't you stuff them with beech-nuts? There is a store of them at our house.

*Priscilla.* Why, that will be fine; go and fetch some. [Exit Elizabeth.]

*Mary.* Priscilla, how are you going to cook the oysters?

*Priscilla.* In Leyden we used to cook them with bread crumbs and milk, but here we have no milk and no bread; I shall use biscuit crumbs and wine.

*Mary.* I have some scallop shells. Why not fill these with your compote, and roast them in the ashes?

*Priscilla.* A noble idea. We can put one at each man's place at the table.

*Elizabeth* (enters, carrying beech-nuts). O, have you heard the news? King Massasoit and all his braves are coming to the feast tomorrow. All your cooking will be needed.

*Mistress White.* How providential that the Indians have always been so friendly to us.

*Mistress Brewster.* Yea, the Lord hath been very good to us.

*Mistress White.* Verily hath he, Mistress Brewster. This is a happy summer, after all our trouble.

*Mistress Brewster.* See our pleasant houses, and the corn on the hill. We have happy homes here already.

*Priscilla.* But, oh, Mistress White, how unhappy were we this past winter with the hunger and the cold and the sickness and the unfinished houses.

*Mistress Brewster.* Ay, Priscilla; often did I wish for old England; its fertile fields, its merry villages. This is a cold and desolate land.

*Mary.* Truly! Only empty forest and desert sea all about us. There is little to talk about and less to laugh about. But I think that happier times are coming.

*Mistress Brewster.* Yes; our homesickness is over. We have houses; the earth smiles with harvest; the Indians are our friends. The hand of God is spread over us to keep us.

*Elizabeth.* But, best of all, here is no king to persecute us, to say: "I am the Lord's anointed. Think as I think; worship as I worship." We walk in the light of our own hearts.

*Mistress Brewster.* Verily, Priscilla, our blessings are manifold. It is exceeding good that tomorrow we give thanks unto the Lord.

*Geography.*—The main work of the month was the endeavor to give the pupils an image of North America as a great land mass. The experience of various pupils who had traveled was made the basis of the work. One or two pupils had been to the Pacific, and more than half the class had seen the Atlantic. By putting the first-hand knowledge of several pupils together we found that the country for a day's ride east from Chicago, and for a day and a night's ride west from Chicago, is a flat prairie, and that beyond these distances there are in the east low mountains and the ocean, and in the west two ranges of high mountains and the ocean. These facts, as they were developed, were represented first by the teacher and then by the pupils in chalk-modeling, sand not being available at the time.

The picture of an east-and-west section of the continent, thus obtained, was extended to the north and the south, mainly by means of facts stated by the teacher, and a rough map of the continent was modeled by the class. Such names and places as were already familiar to the class were located upon this map.

In connection with the work in history, a description of the country around Plymouth was given, and the class discovered the reasons which led the Pilgrims to select that place for their town.

*Nature study* (fifth and sixth grades).—The class undertook to have a window garden by raising plants from the seed. Each pupil received two flower-pots, chose two kinds of seed, prepared the soil, and planted the seeds, and had entire care of his own plants. The seeds have, in general, come up very well; dwarf asters, verbenas, cosmos, and forget-me-nots, all seem to thrive, but they are all eclipsed by the dwarf nasturtiums. The class made



correction, five problems relating to the measurement of our hall and school-room to the fifth grade in the University Elementary School. We received, in return, a French fruit game that is played somewhat like the game of authors. Letters of acknowledgment were exchanged.

#### OUTLINE FOR JANUARY.

*History.*—Virginia: the story of her founding, a study of her social and industrial conditions, and a comparison with those of New England. Love of adventure and wealth furnishes the keynote of early Virginian history. The story of Jamestown will be told to the class as a great adventure, and the life of Captain John Smith as that of a great adventurer. The industrial condition will be studied by making as vivid a picture as possible of life on a great plantation. The points to be made most prominent are: (1) the staple product; (2) climate and soil necessary for the production of tobacco; (3) labor required; (4) method of marketing the crop; (5) other occupations, *e. g.*, spinning and weaving, pursued on the plantation. The resulting social conditions will be noticed and compared with those of New England, where there was no staple product, in regard to (1) division of society into classes, (2) towns, (3) schools.

REFERENCES: Fiske, *Old Virginia and Her Neighbors*, Vol. II, pp. 174-269; John Smith, "The True Relation," *American History Leaflets*, No. 27; Coffin, *Old Times in the Colonies*; Katherine Pearson Woods, *The True History of Capt. John Smith*.

*French* (Josephine Ashleman).—The French for January will be correlated with American history—the period of French explorations and settlements. The story of La Salle's trip to the Gulf of Mexico (see COURSE OF STUDY, Vol. II, No. 1) will form the reading lesson.

*Geography.*—Atlantic coast plain, especially Virginia; comparison of topography with that of New England, particularly in regard to soil, navigable rivers, waterfalls, and industries.

Study of the wool industry; the grazing habits of sheep; the distribution of sheep in North America. The fur trade: its methods and importance.

Letters were written in December by the pupils to the pupils of a school in North Carolina, describing the winter condition of the trees, the ground, the position of the sun, the length of day, etc. It is hoped that answers to these letters will be received in January, and that the pupils will so be enabled to build up a picture of the winter condition in more than one section of the continent.

REFERENCES: Tarr and McMurray, *North America*; *North America* ("Carpenter's Geographical Series"), pp. 140 ff.

*Nature study.*—Weather records, as in previous months, continued. Care of window gardens continued. Study of winter condition of plants, and the methods of branching of various kinds of trees, by landscape painting. Study of the coverings of various animals: fur, wool, hair, feathers, etc.;

how these are adapted to conditions in the animal lives, and how man adapts them to his own needs. Vaporization and condensation of water; snow.

REFERENCES: (See December number.)

*Number.*—Continued along the same lines as last month.

*Clay-modeling.*—Making of plaques, modeled in low relief, of scenes from colonial life or from colonial occupations.

*Manual training.*—Making of a loom described in COURSE OF STUDY, Vol. I, No. 2, pp. 144, 145.

## SIXTH GRADE.

JENNIE E. CURTIS.

### REVIEW FOR NOVEMBER.

*Geography and history.*—We assumed that one-half of the children in the grade was a certain tribe of Indians living in the Mississippi valley, and that the other half was another tribe whose home was also in the same valley. The two tribes we called tribe number one and tribe number two.

Tribe number one has corn enough left over from the fall gathering, so that it does not feel the necessity of moving to new hunting-grounds for the sake of food. This gives its members leisure to improve their wigwams, make pottery, and do decorating.

The next season the tribe profits by its experience of the year before, and plants more corn, in order to have food for the winter, pitches its wigwams with larger and better posts, and covers them with more and better skins for protection from the winter's cold. Thus it is learning to improve its architecture, and is developing art through making pottery and decorations.

But the comfortable condition of tribe number one excites the jealousy of tribe number two. The latter invites a third tribe to join it, and together they sweep down on tribe number one. They drive it away, and spend the winter in its comfortable home, eating its corn and using its pottery.

What is the effect on tribe number one? Will the next wigwams it pitches be just as good as those from which it has been driven away? Will its members work just as hard the next year at planting corn? Will they have as much time to spend in decorating?

The pupils were asked to look at a map of North America and find a place where these Indians could go and live undisturbed. They chose mountainous regions, Mexico, and small river valleys as good hiding-places easily defended. The open Mississippi valley they considered a place too easily attacked. The teacher drew a relief map of Mexico on the black-board, and the children modeled Mexico in sand as an example of a country offering "nest places" for hitherto wandering tribes. "Nest places" were